

Name: Constance  
Date of Birth: October 31, 1985

Constance has been involved with probation and parole officers for over five years. She dropped out of school after the first semester of her ninth grade year. She was diagnosed with a learning disability in the third grade and has shown symptoms of depression, evidenced by school records and observations of family and secure care officers. She functions at the Essentials Low of the Arizona Academic Standards in reading, writing and math. Because of the difficulty she has had academically, Constance has low self-esteem. The only place she felt like she ruled the world was on the soccer field, where she enjoyed being goalie and was respected by her peers. Constance was often seen teaching younger children who watched her in action during games the rules and techniques of soccer. She had a knack with younger children and they responded to her well. She never enjoyed school because she could not keep up with her peers academically. She would gain attention by being the "class clown" and by acting impulsively when in situations which raised her stress level. Constance has difficulty with decision-making and lacks the ability to attend to tasks.

Constance frequently skipped school, beginning in 5<sup>th</sup> grade. She quit playing soccer on the weekends with her neighborhood friends. At 12 years of age, she violated curfew on numerous occasions. She was assigned a probation officer, whom she responded to for about two months. The attention she received and the guidance from her helped Constance regain a desire to attend school. When her probation officer changed, and she was assigned to a male officer, she began skipping school again. Constance has always had disrespect for authority figures, particularly with men.

She was caught shoplifting cigarettes and Robatussin cough syrup from Walgreens while still on probation. Constance continued to violate probation while in juvenile intensive probation when her teacher found marijuana in her backpack at school. Constance had an outburst and lunged at the teacher, accusing her of searching her bags, when in fact Constance was pulling the books out of her bag for class and the marijuana was seen by a classmate on the floor under her backpack, which was then reported to the teacher that she was in possession. Constance then went into high intensity probation (HIPS).

While under HIPS, Constance was picked up by the cops for joy riding with fellow gang members in a stolen car. Also in the car was drug paraphernalia. In the trunk of the car, police found items which appeared to be stolen as Constance and her "friends" were unable to produce receipts for two televisions, one DVD player, and five CDs.

Being that probation did not help Constance, and due to the nature of the crimes committed, she was remanded to the Department of Juvenile Corrections and assigned a parole officer.

Student Name: \_\_\_\_\_ IEP Date: \_\_\_\_\_

Student Name <b>Constance</b>		Date of Meeting <b>February 6, 2002</b>	
<b>Student Demographics</b>			
DOB <b>October 31, 1985</b>	Age <b>17</b>	Grade	Home Language <b>English</b>
School of Residence <b>Likealot School</b>	School of Attendance <b>ADJC</b>	Language of Instruction <b>English</b>	LEP [ ] Y [ <b>X</b> ] N Category of Eligibility <b>SLD</b>
Parent/Guardian <b>Dawn</b>	Home Address <b>1515 East Waverly Way</b>	Home Phone <b>602-555-5522</b>	Work Phone <b>N/a</b>

<b>IEP Team Meeting Participants §300.344(a)(1-7)</b>		
Student	Role	Name
		Date <b>February 6, 2002</b>
		<b>Constance</b>
Parent/Guardian/Surrogate		<b>Dawn</b>
LEA Representative		<b>Larry</b>
Special Education Teacher		<b>Carmine</b>
Regular Education Teacher		<b>Wilma</b>
Individual to interpret the results of the evaluation		
Agency Representative <b>Transition Specialist, ADJC</b>		<b>Fern</b>
Interpreter _____ Language _____		
Other <b>Parole Officer</b>		<b>Irma</b>
Other		

**Student/Family preferences and interest/vision for adult life, in the areas of employment, community participation, recreation and leisure, mobility, post-secondary training and learning opportunities, and independent living (ages 14-21, or younger if appropriate).**

Constance enjoys working with elementary-aged students. She likes to play soccer and has been a goalie on her neighborhood soccer team. Constance enjoyed instructing elementary-aged students on the rules and techniques of various sporting events. Constance is interested in obtaining a job working with youth and sports programs. She does not want to enroll in her school district but is open to enrolling in an accommodation school or a charter school. Constance will return to her mother's house and live with her family upon release.

**Present Levels of Educational Performance (PLEP)**

Indicate where the student is performing in regards to AZ Academic Standards in the areas identified. AAC R7 2-401(e)(3) Include a description of how the student's disability affects his/her involvement and progress in the general curriculum. For preschool children, consider how the disability affects the student's participation in appropriate activities. Beginning at the age of 14, discuss where the student is currently functioning and what the student's strengths and areas of need are aligned to his or her identified post-school vision and desired outcomes.

Constance is functioning at the Low Essentials level of the Arizona Academic Standards in reading, writing, and math. She needs instruction in reading learning how to make inferences, predictions, and understanding cause and effect. Constance also struggles with grammar usage, punctuation, and varied sentence structure. Mathematically, Constance can multiply and divide whole numbers and use numbers in equivalent forms. She does struggle with abstract thinking, and visual-spatial perception. She needs things presented in a concrete sequential manner, and through hands-on and visual instruction.

Constance has been out of school for over a year and has been in and out of the courts system due to committing various crimes. Constance's behaviors and attitude improved when she was assigned a female probation officer but when there was turnover in staff and Constance was reassigned to a male officer, she started getting into trouble again.

Constance has an aptitude for sports, especially soccer. She works well with her peers and shows particular interest and skill in working with younger children.

Constance would benefit from counseling as she has shown signs of depression since the third grade. She also needs substance abuse counseling as she has self-medicated with marijuana drug use. She has difficulty with decision making and making appropriate decisions. Constance needs social skills training to know how to respond to stress. She is often impulsive, and does not work well under male authority figures. Constance needs a lot of supervision and positive reinforcement. She would benefit from a checklist to help her complete assignments as she has the tendency to easily get off task. Constance also needs to be given exercises that make her feel success, as her self-esteem is low.

**Statement of Transition Service Needs focusing on the student's courses of study, developed by the age of 14 and updated annually:**  
§300.347 (7)(b)(1)

Age: 16 School Year: '01-'02	Age 17 School Year: '02-'03	Age: 18 School Year: '03-'04	Age: _____ School Year: _____	Age: _____ School Year: _____
Ungraded Functional Literacy-English	Ungraded Functional Literacy-English	Ungraded Functional Literacy-English		
Ungraded Functional Literacy-Math	Ungraded Functional Literacy-Math	Ungraded Functional Literacy-Math		
Anger Management/Addictions Counseling	Anger Management/Addictions Counseling	Anger Management/Addictions Counseling		
Life Skills/Social/Personal Skills	Life Skills/Cognitive Restructuring	Life Skills/Resiliency Skills Training		
Career Exploration	Employability Skills Training	Work Experience on site		
Merging Two Worlds-Career Planning	Merging Two Worlds	Merging Two Worlds		
Additional Educational Opportunities:				
Work with Literacy Volunteers for tutoring and mentoring.				
Within Career Exploration, Constance will take vocational and aptitude assessments.				

**Statement of Transfer of Rights at the Age of Majority §300.347(7)(c)**

At least one year before reaching the age of majority (age 18 in Arizona), the student and his/her parents were informed of the transfer of rights under Part B of IDEA (except for a student with a disability whose rights remain with a court appointed guardian).

☒ Yes, Date: **February 6, 2002**

☐ Guardianship legally held by other \_\_\_\_\_

Student Name: \_\_\_\_\_ IEP Date: \_\_\_\_\_

Statement of Needed Transition Services, developed by the age of 16 and updated annually, promoting movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation §300.347 (7)(b)(2)

Transition Services	Needs and Activities	Agency(ies) Responsible	Provider & Payer
Instruction:	*Take academic/remediation classes to obtain 8 <sup>th</sup> grade diploma *Take CPR/First Aid course	*Constance, Secure Care  *Constance, American Red Cross	*Secure Care  *American Red Cross
Community Experiences:	*Volunteer with City Parks and Recreation Dept. for summer sports programs *Visit the local Boys and Girls Club to assist with recreation activities *Join Alcoholics Anonymous/Narcotics Anonymous	*Constance, Parole Officer  *Constance, Parole Officer  *Constance, Parole Officer	*Parole Officer will assist but there is no expense to volunteer * Parole Officer will assist but there is no expense to help at the club *There is no expense for join
Employment:	*Meet with VR to determine eligibility *Register with Arizona One Stop Center to obtain part-time employment working with children	*Constance, Secure Care  *Constance, Parole Officer, Job Services Counselor	*VR-there is no expense to apply for services *Arizona One Stop Career Center- there is no expense for this
Related Services:	*Receive counseling to address self esteem issues *Attend substance abuse support group	*Secure Care  *Constance, Chicanos por la Causa, Inc.	*Secure Care  * Chicanos por la Causa, Inc.
Post-secondary training and Adult Living:	*Investigate education requirements for working with children	*Constance, Secure Care	*Secure Care
Daily Living (if appropriate): Constance's IEP team did not identify any long term supports needed in this area			
Functional Vocational Evaluation (if appropriate):	*Conduct interest inventories to determine career goals	*Constance, Secure Care	*Secure Care

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**Agency Collaboration and Responsibilities (by age 16, or younger if appropriate)**

School Year	Needed Services	Agency & Contact Person	Who will Contact & When	Timeline for Delivery of Service(s)	Results and Outcomes
'01-'02	Determine eligibility	Vocational Rehabilitation	Transition Specialist, April '02	Upon determination of eligibility	Assist with job development and placement
Upon release	CPR/First Aid Training	American Red Cross	Constance and Parole Officer, upon release	Immediate enrollment upon release	Certification in CPR/First Aid to be able to obtain employment in youth sports
Upon release	Substance Abuse Counseling	Chicanos por la Causa, Inc	Constance, mother	Immediate upon release	Receive assistance in avoiding drugs and alcohol

**If an agency invited to the IEP meeting was unable to attend, did the school take other steps to try to involve this agency? Describe the steps taken.**

Fern contacted the American Red Cross and Chicanos por la Causa, Inc. prior to the IEP meeting to determine services, eligibility, and fees required. They mailed enrollment information to Fern to share at the meeting. Constance and her parole officer will follow up with these agencies upon release. VR was unable to attend the meeting today but a meeting is scheduled with Constance on April 2, 2002 to determine eligibility for services.